Qualitative Corporate Knowledge Capture via a Wordpress.com site

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Abstract

This project discusses the creation and management of a virtual repository of corporate knowledge through a Wordpress.com site. As an organization exists over the years, there tends to be information lost pertaining to the formation, reason for being, and ideas of where it could be going. Through specifically defined feedback methods and survey querying, it was found, from a two year doctoral study, that to capture the lost information there would have to be a focus on lived experiences with the organization from the stakeholders. The stakeholders included: Directors of the Board; President; Vice Presidents; Directors; Administrative Support; Past Presidents; Past Employees; Past and Current Customers. Through an organized knowledge learning network (KLN) of stakeholders, selected categories could guide the members of the network to discussions that would fill in the missing gaps of the corporate knowledge. The defined feedback methods and survey querying from the two year doctoral study highlighted the categories that stakeholders felt were missing within the organization’s mission, goals, values, and strategic objectives. Wordpress.com was used to create an online presence so that the KLN could post messages or comments when they would have free time to participate. As long as the discussions generated more questions, members would generate more content to answer the questions and help the organization’s library to capture the corporate knowledge. The questions and answers also helped customers after business hours. The KLN Wordpress site would become a virtual repository of knowledge pertaining to projects that customers and staff would have questions about and could find answers.
Introduction

• To elicit staff members’ real life experiences with the organization’s
  – Projects
  – Programs
  – Assignments
  – Office Tasks
• To create a Wordpress.com website that would allow collaboration of organizational knowledge:
  • On “lived” experiences or documents to prevent “reinventing the wheel”
  • To facilitate background research into specific areas
  • To collect data that could be used for reporting, trending and evaluation purposes based on past, current and future projects
  • To track information that had been disseminated to board members, presidents, board secretaries, researchers, faculty, students, staff, etc.
Areas of Study

• Population served
• Performance metrics
  – Patronage counts and utilization of services
    • Programs and services
  – Hours and schedule of operation
• Productivity measures (Customized Reports)
  – Answers to Questions
  – Research on Questions derived from Customized Reports
• Automated systems
  – Developing and utilizing online capabilities
• Partnerships
  – Subject Experts
  – Staff
  – Collaborating with libraries that cover similar subject areas
Capturing Internal Organizational Knowledge

- Relevancy
  - Assess relevancy of the information in library
- Currency
  - Assess currency of the information in library
- Quality
  - Assess quality of the information in library
- Feedback
  - Review feedback
- Knowledge Learning Network
- Unaccountable Information
  - Gather all sources found to replace missing information
  - Track projects in their area for information that the library is missing
  - Ask consultants in their area for information that the library is missing
- Feedback
  - Review feedback
  - Track projects and ask consultants in their area for information that the library is missing

- How was information measured by showing library's dedication, responsiveness, respectfulness, teamwork, communication, and committed effort to answer members' requests through a rating system of 1 meaning "least relevant" and 10 meaning "most relevant"?
- What was the measurement of the information by publisher's date and timeliness through a rating system of 1 meaning "least current" and 10 meaning "most current"?
- Compiled measurements of quality of the information?
Input Variables to Capture Knowledge (Faculty-Student)

**INPUT**
- Individual Variables
  - lesson plans
  - teaching methods
  - past experiences
- Student Inputs
  - Past/Present Attendance
  - Past/Present Standardized tests
  - Past/Present Grade Point Average

**PROCESS**
- Achievement goals
- Daily lessons
- Classroom behavior
- Classroom procedures and routines
- Teacher/Parent nights

**OUTCOME**
- Positive academic and non-academic behavior
- Reading and math proficiency scores meet requirements

**RECORDED EXPERIENCES**
- Lesson objectives
- Clear content
- Learning engagement
- Matched appropriate learning style
- Lesson plans understood
- Interact positively and respectfully with students
- Well behaved students

**INFORMATION**
Presentation-Cast Questions

- Project name and Subject
- Objectives/Goals
- Found what was needed?
- How easy or frustrating was it?
- Did you need assistance? What was it and how did you get it?
- Did you need information from stakeholders and how did you get it?
- Teammates share info?

Experience

- Organization
- Best practices
- Teams
Collecting Missing Internal & External Knowledge

Members & Staff

Record Experiences through Audacity.com

Learn during

The Project

Learn before

Learn after

Broadcast Experiences Through Podbean.com

Code Transcripts
Coping Transcripts

1. Take notes of interview from mp3 file, phone requests and e-mail requests.
2. General labeling by name of participants, dates and times.
3. Start coding the data of the transcript.
   a. Review each sentence.
   b. List Keywords and code them.
      a. ACCT=Accountability
      b. CHANC=Chancellor
      c. CHAR=Charter School
      d. FRAME=Framework
      e. NCLB=No Child Left Behind
      f. Restruc=Restructure
      g. RIF=Reduction In Force
      h. SIS=School Information System
   c. Sample Grouping of Keywords by Categories.
      a. Administration
         a. RIF
         b. SIS
      b. Governance
         a. ACCT
         b. CHANC
      c. Legislation
         a. NCLB
         b. CHAR
      d. Strategic Development
         a. RESTRUC
         b. FRAME
   d. Post Summary of Findings.
Phone/E-mail Requests for 2006-2008

*Weldon, Lorette S.J. "Googlization of the Library Collection", Special Library Association's Information Outlook, April/May 2009 (Vol.13, No. 3).
Postings for 2006-2008

*Beldon, Lorette S.J. “Googlization of the Library Collection”, Special Library Association’s Information Outlook, April/May 2009 (Vol.13, No. 3).
Gifted education specialist Penny Choice deflates the myths about cream always rising to the top.   January 12, 2010
Posted by chapter_archivist in Lived Experiences, No Child Left Behind Act of 2002.
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http://learningmatters.tv/blog/podcasts/podcast-gifted-education/1058/

The Weighted Student Formula Debate   January 12, 2010
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Posted by chapter_archivist in Lived Experiences, No Child Left Behind Act of 2002.
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http://learningmatters.tv/blog/podcasts/podcast-measuring-learning-with-bill-sanders/1022/

Conservative education guru Charter Finn
Conclusion

• Two Year Independent Audit showed that
  – “Lived experiences” through Transcript
    increased the phone and e-mail requests
  – Contributions through postings were
    moderate.

• Customized services improve patron
  usage of library.
Thank you to:

The Catholic University of America

Weldon Researchers
For More Information

Contact

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References


• Weldon, Lorette S.J. “Googlization of the Library Collection”, Special Library Association’s Information Outlook, April/May 2009 (Vol.13, No. 3).